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A SURVEY OF EXISTING MULTI-OCCUPATIONAL PROGRAMS OF VOCATIONAL EDUCATION IN NEW YORK AND CERTAIN OTHER STATES.

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DESCRIPTORS- *VOCATIONAL EDUCATION, *COMPARATIVE ANALYSIS, *SLOW LEARNERS, *SPECIAL PROGRAMS, SPECIAL EDUCATION, *PROGRAM DESCRIPTIONS, *WORK STUDY PROGRAMS,

THE CHARACTERISTICS OF SIX DIFFERENT COMMUNITY HIGH SCHOOL PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS WERE IDENTIFIED TO ASSESS THEIR COMMON FEATURES, INNOVATIONS, AND SUCCESSFUL PRACTICES. THESE PROGRAMS WERE OF A MULTI-OCCUPATIONAL NATURE, DESIGNED TO MEET THE NEEDS OF SLOW LEARNERS. DATA WERE SECURED BY MEANS OF INTERVIEWS WITH KEY PERSONNEL, OBSERVATION OF THE PROGRAM IN ACTION, AND STUDY OF OFFICIAL RECORDS. CONSIDERABLE VARIATION WAS DISCOVERED AMONG THE PROGRAMS STUDIED. ALL OF THEM SERVED SLOW LEARNING STUDENTS BUT IN SOME CASES DROPOUTS AND PREDROPOUTS WHO WERE NOT IN THE SLOW LEARNER GROUP WERE ALSO SERVED. MOST OF THE PROGRAMS USED OCCUPATIONALLY RELATED ACTIVITIES AND STUDIES IN ACTUAL WORK EXPERIENCE TO MAKE SCHOOL SUFFICIENTLY ATTRACTIVE TO PREVENT STUDENTS FROM DROPPING OUT, TO ADD TO THEIR GENERAL EDUCATION, AND TO PROVIDE A BASIS FOR MORE SPECIFIC VOCATIONAL PREPARATION. ONLY ONE OF THE PROGRAMS WAS FOUND TO BE GEARED DIRECTLY TO JOB PREPARATION AND PLACEMENT. BASED ON THE FINDINGS, A NUMBER OF SUGGESTIONS FOR DEVELOPING OCCUPATIONALLY ORIENTED PROGRAMS FOR SLOW LEARNERS WERE MADE. ALL FEDERAL FUNDS FOR THIS CONTRACT WERE SUBCONTRACTED THROUGH THE BUREAU OF OCCUPATIONAL EDUCATION, NEW YORK STATE EDUCATION DEPARTMENT. (GD)

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FINAL REPORT
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Gerald B. Leighbody

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I. INTRODUCTION

The report of the President's Panel of Consultants on Vocational Education[1] placed considerable emphasis on the need for appropriate programs of occupational education for young people described as youth with special needs. These were identified as young people suffering from academic handicaps, socio-economic handicaps, and others. When the Vocational Education Act of 1963[2], based upon the recommendations of the Panel, was passed, it contained special reference to and special provision for this youth group.

It has long been recognized that neither the typical curriculums in general education nor those of the traditional forms of vocational education are successful in meeting the needs of this significant segment of youth during their high school years. These young people have been variously referred to as slow learners, reluctant learners, low achievers or school-alienated youth. For whatever reasons, they tend to be generally unsuccessful in academic learning. They usually develop negative, or at best passive attitudes toward school, and many become drop-outs at the earliest opportunity. Because of their aversion to and lack of success in the academic programs, the idea of serving them through programs of vocational education has often been suggested. Yet most vocational courses have been directed toward occupations which demand many of the qualities and abilities possessed by the successful academic students - the very qualities which those in the unserved group seem to lack.

In the past there has been much discussion, and occasionally some adjustment of program, in an effort to serve better the students in our schools who

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[1] The panel of Consultants on Vocational Education, Education for a Changing World of Work, OE 80021, Washington, D. C., Superintendent of Documents, 1963.

[2] Public Law 88-210, 88th Congress, H. R. 4955, December 18, 1963.

have such special needs. Some of the "Opportunity Schools" which have existed in certain large cities, have represented an attempt to deal with the problem. More recently a program known as S.T.E.P (School to Employment Program) has been developed in New York State as an attempt to forestall drop outs and encourage youth with negative school attitudes to complete a high school program. Still more recently, certain communities in New York and other states have developed pilot or experimental programs designed to provide more adequately for the young people of high school age who form part of the group of youth with special needs. Some of these programs have been stimulated and supported by grants of research funds allocated under Section 4 (c) of the Vocational Education Act of 1963. Most, however, have been the result of purely local efforts, growing out of a long standing need.

In order to learn more about the characteristics of several typical programs of this kind, the School of Education of the State University of New York at Buffalo undertook a research study under the sponsorship of the Division of Research of the New York State Education Department. The study was supported by a grant awarded by the Division of Research from funds which, in turn, had been allocated by the United States Office of Education under the provisions of the Vocational Education Act of 1963. The Bureau of Occupational Education Research of the New York State Education Department identified programs in several communities in New York State, one in Connecticut, and one in Ohio, which were reported to be designed to meet the occupational education needs of slow learning youth. These programs became the object of the study.

II. RELATED RESEARCH AND RELATED LITERATURE

A search of the usual sources of research reports reveals no reported research directed toward programs of the multi-occupational type for slow learners. There are occasional articles in the periodical literature which point up the need for curriculum modification to meet the needs of youth who might be expected to be served by such programs. However, they offer no concrete program suggestions, and no existing programs are described.

There is a limited literature relating to the general problems of educating the slow learner, and some of the writings in this area provide helpful suggestions for those attempting to meet the occupational needs of slow learning or academically handicapped youth. A major part of this literature, however, is directed at the needs of the mentally retarded, and this is not the group with which the present research is concerned. A bibliography of literature having some relevance to this study appears in the Appendix.

III. OBJECTIVES OF THE STUDY

The purpose of the study was to examine in some depth the nature of the programs which had been identified, to take note of common features, and particularly of innovations, and to discover those practices which appeared to contribute to the success of the various programs in achieving their stated aims. The study was not designed to be evaluative in the sense of measuring outcomes against pre-determined goals, or in comparing one program with another in terms of success, because it was anticipated that the programs would vary in too many respects to make such comparisons possible. This, in fact, turned out to be the case. It was the hope of the investigators to be able to describe accurately

the programs included in the sample and to discover any special approaches and innovations that might be of value to other communities faced with similar needs.

IV. PROCEDURES

a) General Design

The study was planned as a research project of the normative-survey type. Each community identified as having a program meeting the general specifications which had been established was visited by a research worker or, in several cases, a team of two researchers. The visits were made either by the principal investigator or by research assistants who had strong backgrounds in public school teaching, administration or supervision, together with training in research methods. Data were secured by means of interviews with key personnel, observation of program in action, and study of official records. The types of data collected are set forth in the Interview and Data Guide which appears in the Appendix to this report.

b) Population and Sample

The sample consisted of existing programs in the following communities:

Syossett, Long Island, New York
Freeport, Long Island, New York
Kingston, New York
Westchester County, New York
Medina, New York
Norwalk, Connecticut
Warren, Ohio

c) Data

Data were gathered concerning goals and purposes of the programs, nature and details, including innovative practices of the programs, staff and staffing, curriculum, identification and selection of students, program organization,

occupational and other outcomes, and success of the various programs, together with strengths and weakness as seen by various personnel involved. Exact items are to be found in the Interview and Data Guide.

V. DATA AND ANALYSIS OF DATA

Sponsorship of Programs

All programs studied are sponsored and administered by local school districts in each state. The programs in Norwalk, Kingston, and Warren are conducted by city school districts. The program in Westchester County is administered by the Board of Cooperative Educational Services, District 1, the programs in Medina, Syossett, and Freeport, by the public school systems in those communities. In two communities, Syossett, and Norwalk, the programs are being supported by research grants.

Goals and Purposes

Certain general goals were found to be common among all the programs studied, while, at the same time the various programs exhibited a range of differences in their more specific goals and in the nature of the pupils served. All programs were designed to serve students who were unsuccessful in meeting standard curriculum requirements. Some were completely devoted to serving the slow learner, and the slow learner only, while others included the slow learner in a larger category of non-successful students. The program at Syossett, New York, proved to be concerned with improving the motivation of low achieving students in general academic subjects. Because it has no direct involvement with occupational outcomes, it did not appear to be relevant to the purposes of the present study, and therefore data on this program are not included in the balance of this report.

The expressed goals of the remaining programs are described as follows:

1. To provide occupational preparation for alienated youth.
2. To prevent drop-outs.
3. To re-enroll drop-outs in order to continue their education (Norwalk).
4. To provide a basis for continued training in the more skilled areas of a trade when possible.
5. To provide occupational orientation and education.
6. To develop semi-skills which can be occupationally useful.
7. To develop strong, positive attitudes and habits relating to work and school, which will result in continued school attendance and enhance the employability and employment stability of the students.

Program Titles

The official title by which a program is designated often suggests the general nature of the program. This did not prove to be the case in all of the programs studied. The Freeport program is known as the Freeport Vocational Program. Kingston, New York, uses the term Practical Crafts Program. The program at Northern Westchester has no official designation. Medina, New York uses the term Pre-Vocational Program. Norwalk, Connecticut has no official title for its program, but uses the designation of Center for Vocational Arts, referring to the building where the program is housed. The program at Warren, Ohio is known as the Cooperative Occupational Training Program. This variation in titles suggests not only that the programs show a range of differences in organization and emphasis, but that titles may be deliberately generalized to avoid direct connotations relating to the lower ability of pupils served.

Understanding of Program Purposes

In each of the programs studied, there seemed to be a large element of common agreement among all of the professional personnel connected with the program, as to the aims, goals, and purposes of the program. There was no evidence of lack of common purpose among staff members.

Program Organization in Relation to Goals

In each of the programs studied the organization of the program appeared to be well suited to the goals to be achieved. Beyond the basic similarity of serving slow learning and alienated students, the program goals varied considerably from one community to another. These differences involved age groups served, extent of occupational emphasis, and the degree of emphasis upon post-school job placement. They also varied in the length of time they have been operating. Parts of one program (Medina, New York) have been in operation since 1956, although the complete program in that community dates from 1962. The Warren, Ohio program dates from 1962, and all of the others are more recent, having been in operation for only one or two years. It is therefore somewhat early to attempt to assess the extent to which program goals are being reached. In all cases, however, the program has been designed with features which give promise of accomplishing the purposes of the particular program. The Westchester, New York program has succeeded in having most of those enrolled secure employment in the area of training (service level) or return to a standard academic program, or move into a standard vocational program. The Medina program has reduced drop-outs and made school work more enjoyable and meaningful for the students involved. The Norwalk, Connecticut program has attracted back to school a substantial number of drop-outs and has achieved a high rate of return of first year students into the second year.

Number Enrolled

None of the programs studied enroll large numbers of students. The largest enrollment was found in the Medina, New York program, serving 240 students in grades 7-12. This represents approximately twenty per cent of the total registration in those grades. Since Medina is very careful in limiting admission to the program to those who are true slow learners, it seems probable that this community comes near to serving the entire slow learning population in its schools by means of this program. Enrollments in the other programs are as follows:

Freeport, New York	150
Kingston, New York	35
Westchester, New York	27
Norwalk, Connecticut	163
Warren, Ohio	60

The total number of students who have participated in the programs varies with the size of the community and the length of life of the program. The numbers reported were as follows:

Freeport, New York	383
Kingston, New York	70
Westchester, New York	90
Medina, New York	700 (approximately)
Norwalk, Connecticut	163
Warren, Ohio	160

Age and Grade Level of Students

Variations appear in the age and grade level of students enrolled in the programs, consistent with the purposes and goals. The following differences were reported:

Freeport, New York - Grades 8-12, Ages 14-18

Kingston, New York - Grades 8-9, Ages 15-16

Westchester, New York - Grades 9-12, Ages 14-18

Medina, New York, - Grades 7-12, Ages 13-18

Norwalk, Connecticut - Grades 7-12, Ages 15-21 with most students ages 16-21

Warren, Ohio - Grades 11-12, Ages 17-18

As might be expected, a majority of the students in all programs were achievement-retarded, and the grade designations listed for them are nominal. In the Norwalk, Connecticut, program, for example, the median student age is 18 years and a significant number are drop-outs who have returned to school.

Program Duration

Variations in length of program also appeared. Program duration varied in the following respects:

Freeport, New York -- Certain curriculums (occupational) have been developed for one year, others for two. However, students may pursue work in three or four occupational areas over a five year period.

Kingston, New York -- A two year program. A variety of two or three occupations possible.

Westchester, New York -- A one year program, with provision for work experience program for a second year.

Medina, New York -- A coordinated program extending over six years. The majority of students enter at grade 7, although entrance at grade 10 is possible.

Norwalk, Connecticut -- Program duration is flexible. Students remain until needs are met. For some this may be accomplished in three months.

Warren, Ohio -- One or two years, depending upon the needs of the student. There is often a single placement in a single occupation.

Daily Schedule

The typical arrangement, found in all the programs studied, calls for one half of the school day to be devoted to occupationally centered activities, the other half to general or work-related studies. The Medina, New York program varies this in grades 7-9. The Norwalk, Connecticut program provides actual employment experience for one half the day, and in-school occupational-general studies for the remaining half day. The Norwalk program offers no formal class work in general studies (mathematics, science, etc.) but carries on instruction in these subjects through informal, individualized, tutoring and self study experiences.

Extent of Occupational Exploration

The program at Freeport, New York is the only one that provides any opportunity for exploration which might assist in career choice. The Freeport program offers experiences in exploration of a limited number of occupations. The remaining programs offer basic preparation for a single occupational area, typically of a low skill, service nature.

Determination of Occupational Offerings

In some cases (Westchester, Norwalk) community surveys were conducted, and the help of advisory committees and the Labor Department sought in deciding upon the occupations to be offered. In those cases where work experience is used to

provide the occupational training (Medina, Warren) the nature of the job openings available tend to determine the occupational choices.

Nature of the Academic Instruction

Some of the programs have developed specialized, adapted academic courses for students enrolled in the program, designed to be compatible with students' interests, reading level, and general capacity. This has been done in Medina, Kingston, and to some extent at Westchester. Norwalk, as noted offers individualized, rather than class instruction in the four basic academic areas of mathematics, science, language arts and social studies. The content and materials at Norwalk range from specialized types to standard content for those wishing to earn a high school diploma. In those communities which follow a track program, students in the occupational programs are usually scheduled into the slow track if assigned to standard subject areas.

Most of the programs make a special effort to see that students who are enrolled receive extensive exposure to such topics as good work habits and attitudes, job responsibility, human relations in work, labor laws, unions, wages, personal budgeting, and similar work related questions. Kingston was the only program which reported that information of this kind was not provided on a systematic, direct-teaching basis.

Use of Advisory Committees

Kingston, New York and Warren, Ohio were the only communities reporting that formal advisory committees of some type are not used. All of the other programs make use of such committees.

Facilities and Equipment

Partly because most of the programs studied are of relatively recent origin, they are still making use of existing facilities. In most cases these leave something to be desired. In nearly all cases those operating the programs feel that improvements are needed in space, facilities and equipment. In several cases efforts are being made by school authorities to improve facilities and to provide adequate equipment, and as the programs mature these deficiences may be overcome.

Provisions for Non-Instructional Needs

Students of the slow learning or alienated type frequently have additional special needs for personal, health and social services related to their ability to profit from instruction. Such services may call for more than the usual time of counselors, psychologists, physicians, school social workers, and reading specialists. Several of the programs studied reported that the students in these programs made use of the specialists who were available to the total school system for meeting these needs. In these cases it may be presumed that those in the program receive at least a proportionate share of the special services provided for all students. The Norwalk, Connecticut program goes beyond this and has a counselor-teacher for each two groups of fifteen students. In addition, two school social workers serve as intake counselors for the program, and a psychometrist is being added to the staff. Freeport provides special remedial assistance and a full-time vocational counselor, and Kingston makes use of individual and group counseling, reading specialist and a psychometrist.

Materials for Academic Instruction

One of the problems encountered in most of the programs studied is the relative dearth of instructional materials suitable for the academic instruction

of slow learners or retarded readers. A few such materials are available and are used whenever possible. In order to fill the need created by the lack of sufficient published materials, in several programs (Medina, Freeport, Norwalk, Warren) teachers have written their own instructional materials, adapted to the reading and interest level of the students. The Norwalk, Connecticut, program is making considerable use of programmed learning materials, both in text form and in teaching machines. The teachers in the Medina, New York Pre-Vocational Program have developed rather complete teacher and student materials in 7th and 8th grade English and Social Studies, and 10th grade Work Orientation. Warren, Ohio, has produced similar materials for work orientation purposes. All programs attempt to make as much use as possible of Audio-Visual materials, but find difficulty in securing materials which are up-to-date and appropriate.

Relationship to Standard Vocational Programs

None of the programs studied are planned for specific job training in a particular occupation, except as this may result from the work-experience phase which some of the programs include. The objectives of most of the programs are pre-vocational rather than vocational. They attempt to prepare the student for the world of work in terms of employment opportunities, useful work attitudes and habits, knowledge of general requirements affecting all workers and work relationships, and similar understandings. In most cases the opportunity exists for those students who are qualified to proceed into more standard vocational courses offered in the community, at the high school or post high school level, including cooperative work-study types of programs.

The Instructional Staff

Persons serving as teachers of the occupational courses were found to have a variety of certifications. In one case the teacher has no certification, but

was working toward vocational certification. Other occupational courses are being taught by industrial arts certified personnel, by persons with Distributive Education background, and several by persons holding vocational certification under their respective state requirements. There appears to be a tendency to employ as teachers those who can relate well to the slow learning or alienated student and who can perform in a diversified fashipn to achieve the goals of the program. Depth of skill is less important on the part of the teacher than it would be in a standard vocational program.

Academic subject teachers were found to be, in all cases persons holding standard certification in their subject areas. Again, an attempt is made to secure teachers for these subjects who are more student oriented than subject matter dominated, and who enjoy working with students who are, almost by definition, academically weak and retarded.

Counselors working in the programs studied hold standard counselor certification. The Norwalk, Connecticut program is unique in making use of counselor-teachers. In this program, all academic instruction is conducted by persons who are certified as counselors as well as teachers.

In-Service Preparation of Teachers.

In no case has there been any extensive effort to prepare staff members for the special demands of the program through formal pre-service or in-service preparation. The Kingston, New York program provided its teachers some orientation to students and program through written materials and through contact with the Junior High School students and principal. Freeport, New York has conducted some staff orientation sessions and a two day pre-service session for teachers of occupational subjects. Norwalk, Connecticut, in opening the program, brought the staff on duty prior to the admission of students, and

during this period some orientation to the program was accomplished.

In several of the programs visited, staff members expressed the feeling that in-service training would be helpful in improving the quality of the program and helping to achieve program goals. In some cases there appeared to be little interest in such training.

Identification and Selection of Students

Because the programs which were studied are designed to serve a special segment of the total student body in a community, the accurate identification of those who can profit most by such a program becomes a matter of special importance. Certain variations in program goals are reflected in some differences in student selection criteria among the programs. These differences are found chiefly in the IQ range included in the group admitted to the program. The IQ ranges reported are as follows:

Freeport, New York --	Range 75-89 Median 85 (est.)
Kingston, New York --	Range 75-90 Median 84
Westchester, New York --	Range 75-90 Median 85 (est.)
Medina, New York --	Range 75-89 Median 85
Norwalk, Connecticut --	Range 70-145 Median 100
Warren, Ohio --	Range 75-95 Median 85-90

In most cases the IQ measurement is the result of a general group intelligence test, or a series of such tests over the school year. Medina, New York administers a Binet Test in doubtful cases.

In all programs the evaluation of the student in relation to the program by counselors and teachers is given much weight. General academic retardation

and significant retardation in reading are influencing factors in most cases. Depth case studies by counselors take place in the Norwalk, Connecticut and Medina, New York programs. In most of the programs an attempt is made to identify the pre-dropout and make the program available to him. The Norwalk, Connecticut program is the only program studied which has sought out and attracted back to school youth who had already left school.

In all cases, admission to the program is subject to approval by the incoming student and his parents.

The final decision as to the enrollment of a student is made, in most cases, by those in charge of the program itself. In two programs this is determined largely by the guidance staff. In two programs, also, the decision is made without consultation with the occupational and academic teachers involved, but in the remaining instances they are consulted. As to the amount of guidance and counseling provided, two of the programs studied allocate guidance time and service on approximately the same basis as for all other students. In the remaining programs it was found that students being considered for admission received substantially more guidance and counseling than would be provided for the average student.

All the programs studied enroll both boys and girls.

All programs serve youth with academic handicaps, with socio-economic handicaps, those who are disciplinary cases (providing they are not seriously emotionally disturbed), the culturally different, and those from minority groups. Most of the programs do not attempt to serve youth with serious physical handicaps. None of the programs admit the educable or the trainable mentally retarded.

Pre-Admission Testing

Among the general classification and aptitude tests found in use in connection with student selection were the Otis General Classification, Stanford-Binet, Wechsler-Bellvue, California Test of Mental Maturity, WISC, DAT, Kuder Preference. Three programs make use of the General Aptitude Test Battery.

Achievement tests in use were the Iowa Tests of Educational Achievement, the Stanford Achievement Tests and the Gates Reading Test.

Provision for Transfer to Regular Programs

Some provision is made in all programs studied for students to transfer back into standard curriculums if performance and other considerations indicate that this would be best for the student. In practice, all programs reported that this seldom occurs. In the Warren, Ohio, program, transfer cannot be made after the first six weeks.

Provision for High School Graduation

It is possible to earn a high school diploma in all of the programs studied, except for the program at Kingston, New York, which operates only at the 8th and 9th grade levels. The type of diploma earned is a non-regents or local diploma in New York State and diplomas which are roughly equivalent in the other states. The percentage of those enrolled who complete some form of diploma requirements varies with the program. Records relating to this were not complete in all cases. Warren, Ohio reports 97 per cent completion of program by those who enroll. Freeport, New York reports 90 per cent, Westchester, New York 50 per cent. Norwalk, Connecticut reports that during the first year of operation, seven students completed their high school requirements, and five of these continued their education at community colleges.

Job Placement and Follow-Up

Not all of the programs are designed to result in job placement. The Medina, New York and the Kingston, New York programs do not include placement as a goal. The other programs rely primarily upon counselors, teachers and teacher-coordinators to secure the part-time jobs which may provide the work-experience aspect of the program, or the entrance into full time employment when the program is completed. Two programs have the assistance of the State Employment Service.

Follow-up activities after job placement are still limited, in the majority of the programs. Freeport, New York reports an annual follow-up survey in October of the graduates of the previous June.

Evaluation by Local Officials

As a part of the study, those responsible for the program in each community, including teachers, counselors, and in some cases students, were asked to make a judgment as to the relative success of the program in which they were involved. These judgments ranged from fairly successful to highly favorable, with the majority evaluating their programs as successful or highly successful.

Comments of Program Personnel

In discussing the programs in which they were involved, expressions of approval and strength included the improved motivation of the learners, stimulation of the learners toward preparing for useful employment, improved attendance, reduction of disciplinary problems, the retention of potential drop-outs in school, and the increase in student self respect. Suggestions for improvement of programs brought out the need for improving the selection of work experience situations, the need, in some instances for more and better facilities and equipment, the improvement of the occupational education aspects, the need for greater flexibility of program, and the importance of treating students as adults and as individuals.

Additional Findings

It has already been pointed out that the programs which were studied differed from one another in several major respects. The term "multi-occupational" would appear to be inaccurate as a descriptive title for the programs which were observed. The title of "Occupational Programs for Slow Learners" would fit these programs more closely. In this context, the term "slow learner" may be a convenient cover word used to identify a diverse group of individuals. Their single common characteristic is that they do not value, strive for or succeed in accomplishing the tasks imposed by conventional, verbally structured, cognitive learnings. Therefore they reject the school situation and soon become drop-outs in spirit, and, as early as possible, in reality. By changing the nature of the tasks through the introduction of occupationally related activities and actual work experience, the programs involved in this study have made it possible for these students to tolerate and even enjoy their school experience. Because of this they accept it and remain in school. This at least provides the opportunity for them to benefit from further exposure to the general learnings which will be of increasing importance in their work and non-work life. In the programs studied, the occupationally related activities are used chiefly as a device or vehicle for accomplishing general educational objectives, not as job training or vocational education in any traditional sense.

The program at Norwalk, Connecticut, involves more direct work preparation than most of the others, although it also includes a large element of general, as distinct from specialized, education for work. Some of the programs provide experience in more than one occupational area, but in most cases not for the same student. There is no planned rotation of experiences through a series

of occupations for purposes of exploration or try-out, with a minor exception in one case.

All of the programs make use of semi-skilled and service type occupations to provide the pre-vocational experiences. Where the instruction involves full time in-school activities, such occupational areas as building maintenance, small power equipment repair, helper level construction skills, auto body repair, landscaping and grounds maintenance, are included for boys. For girls, the typical job areas are retail selling, cashiering, practical aides (nursing and home), and food preparation and service. The same or similar offerings are found in several of the programs. Most appear to be based upon rather conventional vocational offerings, the assumed or expressed needs of the community for workers, and the limitations of the students in mastering more complex job skills. In Norwalk, Connecticut, the occupations have been selected as a result of a systematic survey of needs conducted by the State Labor Department.

Some of the programs rely altogether on cooperative work experience arrangements to provide the occupational aspects. In these cases the activities in the school itself consist of classroom instruction in occupationally related subjects of a general nature. In such programs there is a wider variety of occupations involved than is found in programs that are completely school centered, although each student is usually exposed to only one occupation. Where actual shop instruction is offered as a part of the program, it tends to center around basic work in wood, metal and electricity. Equipment is not elaborate, and features the use of hand tools and simple hand power tools.

The facilities and equipment are generally those of a general industrial arts shop or an elementary vocational shop, for the boys. For girls, an area fitted out with equipment appropriate for the work being taught is the usual arrangement. This may be basic food preparation and storage equipment, retail store equipment, a nursery school setting or simple health care equipment.

Teaching tends to be informal and individual. Instruction is not highly organized or structured. Groups are small, in most cases ten to fifteen students. There is little group instruction except in some general subjects. Learners do not move from station to station, and work is not organized on a unit basis, except in some of the related classroom subjects. The highly structured, systematic, job analysis oriented teaching that characterizes an advanced vocational shop program is not suited to the type of student these programs serve.

Specific job training and job placement is a secondary objective in most of the programs. In some, such as the programs in Kingston, New York and Medina, New York, job placement is not attempted. Here, and in some of the other programs, those students who demonstrate the necessary ability are transferred to the standard program of vocational education which is available in the community. Those programs in which job placement will be a recognized objective are too recent in origin to provide much evidence concerning procedures or success in this aspect of the program. Those placements which have been made have been the result of efforts by the school staff, chiefly the occupational teachers and the guidance counselors. There is little evidence that the State Employment Service has been involved in any significant way except, as noted, in the Norwalk, Connecticut program. With two exceptions those

operating the programs report that assistance and guidance is secured from advisory committees. However, there is little evidence, except in one case, that any systematic study of community job opportunities has formed the basis for selecting the occupational clusters which became the in-school focus. In most cases it does not appear that clear understanding as to the employment of graduates have been reached with employers prior to the introduction of courses. Those communities which make use of advisory committees vary in the frequency with which such committees are used and in the roles which they play. One program has a sub-committee of its system-wide vocational advisory committee which has the slow learner program as its major concern. This committee meets monthly and gives attention to equipment, personnel, progress, and new programs. Other programs report less activity by advisory committees, which may meet two or three times a year. Two of the programs do not have advisory committees.

Three of the programs make use of cooperative education. Where this is done it follows the conventional pattern. Only students who have reached the legal age for employment are involved and the work experience takes place on a half day basis, usually during the afternoon. The work is wage earning. The experience is concurrent with school attendance. Job placement is by the school staff, usually a teacher or counselor, and is supervised by a member of the staff, as well as by the employer.

Suggestions For The Planning of Programs

The data that have been gathered and the experiences which have been discussed with those responsible for the programs suggest certain general

guidelines for those interested in establishing similar programs. Some of these are as follows:

There should be a very clear understanding of the purposes for which the program is to be established. If the priority objective is to prevent school drop-outs by offering a curriculum path which is tailored to the slow learner, the matter of job training and placement assumes a low priority position. Although occupationally oriented activities are involved, they do not have the same purpose as do similar activities in a job directed program of vocational education. On the other hand, if it is desired not only to prevent drop-outs, but also to attract earlier drop-outs back for more education and training, this should be a clear and preplanned objective. If the program is not to be limited to slow learners, but is to include school alienated individuals with a wide range of learning capacities, this too should be clearly determined before the program format is planned.

If the program is to serve in-school youth only, with emphasis on drop-out prevention, it may be best to conduct it in the same buildings which house all other programs -- in other words in a comprehensive setting. If, however, there is an expectation of attracting drop-outs back to school after they have left, a separate facility is needed. For this group, and for many of the average drop-out prone who are still in school, a less formal, less restrictive, less regimented and more adult atmosphere needs to be maintained. Much of the success of the program at Norwalk, Connecticut, in meeting the needs of a diverse group of in-school and out-of-school youth can be attributed to the separate facility and the relatively adult relationships which prevail between faculty and students, and among students.

To the extent that a program is planned with pre-vocational goals, it is important that the plans include provision for the student to be picked up at the appropriate point by a program designed to provide specific job training and job placement. Where the cooperative education feature is used to provide the work activity, this may often result in having the student enter into full time employment in a job which he has held part time, or a similar job with another employer. Where the cooperative feature is not used, other opportunities need to be available, such as a course offered in an area vocational center, in a manpower training program, or in one of the job-training programs sponsored by other public agencies. The type of young person enrolled in slow learner programs needs more individual support and active assistance, including post-placement follow up, than most others in making the transition from school to work.

To be successful, a program designed for slow learners needs to be as flexible as possible. This means flexibility in all arrangements, including the use of time and space, curriculum offerings, occupational experiences, instructional materials and instructional strategies. Most important is flexibility of outlook and attitude on the part of teaching and counseling staff. Those who find it difficult to accept non-typical needs, attitudes, responses, values, and aspirations on the part of students should not be involved in such programs.

Programs for the slow learner group depend heavily for their success upon accurate diagnosis of student needs. These needs are diverse and rather highly individual. This means that the selection of students for such programs must be done with great care, and with the participation of experienced,

broadly trained counselors and competent psychologists. The judgments of experienced teachers who have had extensive contact with the prospective student are also valuable. Parents, and the students themselves,must be involved fully in the process of deciding upon entrance to the program.

Staffing for slow learner programs requires a relatively high ratio of professional staff to students. Much remedial and social rehabilitation work is involved and students require more individual time of the staff members than is usually provided in standard programs. Instructional materials need to be plentiful and varied. Often they have to be created or adapted, and this consumes staff time.

We have observed that the use of advisory groups is a practice that varies widely among the programs that were studied. It is believed that all such programs could benefit by more active and more imaginative use of advisory committees and consultants. These should include but not be limited to the employers and union representatives and representatives of state employment agencies. In addition, persons from the fields of economics, sociology, social psychology and learning theory could make useful contributions, either as committee members or as special consultants in planning and conducting slow learner occupational programs.

Most of the programs studied were experimental and of recent origin. Each of them seemed to offer good opportunities for research, yet no plans appear to have been made (other than informal assessment) for seeking better answers to the many important questions which could be studied in connection with their effects and the causes of these effects. Many interesting case studies

of individual students could be made. A number of longitudinal studies suggest themselves. A great deal of valuable information which could be learned, for the guidance of others, may be lost for the lack of any serious research plans and research design. It is not too late to plan for this in the programs which were studied, and it should be a pre-planned feature of future programs.

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APPENDIX A

Personnel Involved in the Study

State University of New York at Buffalo

Gerald B. Leighbody
Professor of Education
Principal Investigator

Research Assistants

Jack C. Brueckman Jr.

Abraham Cutcher

Duane H. Hendricks

Albert Pautler

New York State Education Department Division of Research

Staff of the Bureau of Occupational Research
Alan G. Robertson, Chief

APPENDIX B

Personnel Involved in Local Programs

Syosset, New York
- Mr. William Kupec, Principal, Syosset High School
- Mrs. Janet Schur, Principal Investigator

Freeport, New York
- Mr. Christopher Warrell, Superintendent of Schools
- Mr. Frank Blasio, Director of Vocational Education

Kingston, New York
- Dr. Wendell Hoover, Superintendent of Schools
- Mr. Donald O. Anderson, Principal, Myron J. Michael Junior High School

Westchester, New York
- Dr. Noble J. Gividen, Superintendent of Schools, District 1
- Mr. John W. Stahl, Director of Vocational Education

Medina, New York
- Mr. Charles Button, Superintendent of Schools
- Mr. Howard Caldwell, Director, Pre-Vocational Program

Norwalk, Connecticut
- Dr. Harry A. Becker, Superintendent of Schools
- Mr. Forrest Parker, Vocational Coordinator, Administrator of Center for Vocational Arts
- Mr. Saul Dahlberg, Consultant, Connecticut State Education Department

Warren, Ohio
- Dr. Sanford F. Jameson, Superintendent of Schools
- Mr. Robert Williams, Director of Vocational Education
- Mr. A. R. Keefer, Principal, Warren G. Harding High School
- Mr. John Scharf, Principal, Warren Western Reserve High School

APPENDIX C

STUDY OF MULTI-OCCUPATIONAL PROGRAMS

INTERVIEW AND DATA GUIDE

General Information

1. Name of district or official agency sponsoring the program

_____

2. Name and title of chief administrative officer of the district or agency

_____

3. Address and telephone of administrative officer

Address _____

Telephone _____

4. Name and title of administrative officer in charge of the vocational program

_____

5. Name and address of the school or building housing the program

_____

6. Name of principal of school housing the program

_____

7, Date(s) of field visit and collection of data

_____

NOTE: The numbers in parentheses following each of the listed questions suggest the personnel and other sources which should provide the desired information as follows

1. Chief administrator
2. School building administrator
3. Director of vocational program
4. Teacher(s) of multi-occupational courses

5. Teacher(s) of general or academic subjects who instruct students in the multi-occupation program
6. Guidance counselor(s)
7. School board member(s)
8. Employment service representative
9. Students
10. Official records

Goals and Purposes

1. What are the stated goals of the program as expressed by those involved with it? (1, 2, 3, 4, 5, 6, 7, 9)

_____

2. Is there reasonable agreement among those involved as to the purposes of the program?

_____

3. Is there a written brochure or other descriptive statement concerning the program? (1, 2, 3) If so, secure a copy.

_____

4. By what official title or name is the program known locally? (1, 2, 3, 4,)

_____

5. Does the program appear to be organized so that stated goals will be reached? (Cite relevant evidence)

_____

Nature and Details of Program

1. When was the program first organized?

Date _____

2. How many students are currently enrolled? (1, 2, 3, 4)

Number _____

3. How many students have been enrolled since the program bagan? (1, 2,3,4,10)

Number _____

4. What is the duration of the program, once a student is enrolled? (2, 3, 4)

5. Is the program of the same duration for all, or is this a flexible feature? (2, 3, 4, 10)

6. At what ages or grade levels do students pursue the program? Is this fixed or flexible? (2, 3, 4, 6, 10)

7. What is the typical daily schedule of the student, including both occupational and academic studies? (2, 3, 4, 10)

8. Do all students sample or explore the same occupational areas? (2, 3, 4, 10)

9. How has the occupational curriculum (job skills) been determined? (2, 3, 4)

10. Are there written course outlines available for the occupational subject(s)? (2, 3, 4, 10) If available, secure samples.

11. Do the students pursue the standard academic courses offered by the school for all students of their ability range, or are specialized academic courses provided? (2, 3, 4, 5)

12. Do the students participate generally in the co-curricular and extra-curricular activities of the school? (2, 3, 4, 10)

13. Do the students spend their full time in a single school or center, or is their day divided between two buildings? (2, 3, 4, 10)

14. Are advisory committees used in any way in planning and conducting the program? If so, what is their function and the nature of their membership? (1, 2, 3, 4, 10)

15. From your observations, are the facilities and equipment for the occupational aspects of the program appropriate and adequate for achieving the goals? What do the direct administrators and the teachers think? (1, 2, 3, 4)

16. How is the program and curriculum kept related to the current and emerging demands of the world of work? (1, 2, 3, 4, 5, 6, 8)

17. What special sources, other than instructional, are used to meet the needs of the students in this program--economic, medical, psychological, sociological, counseling, academic remedial--and to what extent are they used? (2, 3, 4, 5, 6, 9)

18. What types of instructional materials are used in the occupational and the academic courses in teaching the students in this program? If specialized--example, adjusted reading--materials are used, can typical examples be listed? Are audio-visual materials used extensively? (2, 3, 4, 5)

19. In what respects does the program differ (in skills, content, related and academic offerings, scheduling) from standard industrial arts programs? (2, 3, 4, 5, 10)

20. In what respects does the program differ from standard vocational programs? (2, 3, 4, 10)

21. Does the curriculum provide direct and systematic instruction relating to good work habits and attitudes, job responsibility, factors affecting employ-ability, kinds of occupations available after completing program, human relations on the job, labor laws, unions, wages, seniority and similar topics? If so, where in the curriculum does this occur, and what materials are used? (2, 3, 4, 5, 6,)

Instructional Staff

1. What certification is held by the teachers of occupational subjects? (1,2,3,4)

2. What certification is held by the teachers of academic subjects? (1, 2, 3, 5)

3. Are any special qualities or qualifications, other than certification, sought in selecting either occupational or academic teachers for the program? (1, 2, 3)

4. Were teachers provided with any special orientation or training before beginning their work with students in this program? (1, 2, 3, 4, 5)

5. Do teachers feel a need for any in-service training to help them to more success in the program? Has any in-service training been provided? (2, 3, 4, 5)

Selection of Students

1. By what means are students guided into and selected for the program and what are the admission requirements for the program? (1, 2, 3, 4, 6)

2. What is the IQ range of students in the program? What is the average IQ? (1, 2, 3, 4, 6, 10)

3. Who makes the final determination as to admission of a student? Are the occupational teachers consulted on admission? Are the academic teachers consulted? (1, 2, 3, 4, 5, 6)

4. To what extent are those chosen for this program?
   - Academically handicapped?
   - Economically and socially handicapped?
   - Physically handicapped?
   - Disciplinary cases?
   - Pre-delinquents?
   - Culturally different?
   - Minority group members?

   (1, 2, 3, 4, 5, 6, 9)

5. How much guidance and counseling precedes the enrollment of a student in this program? (1, 2, 3, 4, 5, 6)

6. What tests are used and what test result criteria are used in selecting students for this program? (2, 3, 4, 5, 6)

_____

7. What other criteria are used in selecting students? (2, 3, 4, 5, 6)

_____

8. What provisions are made for students to transfer out of the program into one of the standard curriculums offered by the school, and to what extent does this occur? (2, 3, 4, 6)

_____

9. Does the program provide for high school graduation, if completed? What per cent of those who have entered the program have completed it? (1, 2, 3)

_____

10. How are job placements provided for and who is responsible for this function? (1, 2, 3, 4, 6, 8)

_____

11. What follow-up activities are provided for after either job placement or drop-out? (1, 2, 3, 4, 6)

_____

Opinions Concerning the Success of the Program

On the scale shown below, what is the overall opinion as to the success of the program, as expressed by various involved individuals?

Chief Administrator

Highly Favorable — Favorable — Fairly Successful — Doubtful or Negative

School Building Administrator

Vocational Director

Occupational Teacher(s)

Academic Teacher(s)

Students

School Board Member(s)

1. What do each of the following believe to be (a) the strongest and (b) the weakest aspects of the program as it presently operates?

Chief Administrator
Building Administrator
Vocational director
Occupational teacher(s)
Academic teacher(s)
Guidance counselor(s)
Students
School Board member(s)